

**DEPARTMENT OF EDUCATION  
SPECIAL EDUCATION PROGRAMS**

**Summit School District  
Continuous Improvement Monitoring Process Report 2005-2006**

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**Dates of On Site Visit:** September 19<sup>th</sup>, 2005

**Date of Report:** November 9, 2005

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This report contains the results of the steering committee's self-assessment and the validation of the self-assessment by the Office of Special Education. The report addresses six principles – General Supervision, Free Appropriate Public Education, Appropriate Evaluation, Procedural Safeguards, Individualized Education Program and Least Restrictive Environment. Each principle is rated based on the following scale:

<b>Promising Practice</b>	The district/agency exceeds this requirement through the implementation of innovative, high-quality programming and instructional practices.
<b>Meets Requirements</b>	The district/agency consistently meets this requirement.
<b>Needs Improvement</b>	The district/agency has met this requirement but has identified areas of weakness that left unaddressed may result in non-compliance.
<b>Out of Compliance</b>	The district/agency consistently does not meet this requirement.
<b>Not applicable</b>	In a small number of cases, the standard may not be applicable for your district/agency. If an item is not applicable, the steering committee should briefly explain why the item is NA. Example – no private schools within the district boundaries.

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<b>Principle 1 – General Supervision</b>
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General supervision means the school district's administrative responsibilities to ensure federal and state regulations are implemented and a free appropriate public education is provided for each eligible child with a disability. The specific areas addressed in principle one are child find, referral procedures, children voluntarily enrolled by parents in private schools, students placed by the school district, improving results through performance goals and indicators (assessment, drop out, graduation), professional development, suspension and expulsion rates.

**Steering Committee Self-Assessment Summary**

Data sources used:

- B – District/Agency instructional staff information
- C – Suspension and expulsion information
- D – Statewide assessment information
- E – Enrollment information
- F – Placement alternatives
- G – Disabling conditions

- H – Exiting information
- Parent Survey, referrals, publications of child find notices
- Comprehensive plan
- Yearly child find results

### **Promising practice**

The steering committee concluded all staff participated in the data analysis and examined the following four lenses of data: student data, professional practices, programs and structures, and parent and community involvement. The districts use of success maker and accelerated reader to enhance student performance was also noted as promising practices.

### **Meets requirements**

The steering committee concluded the school district has child find procedures for student's birth-21. Child find procedures are found in the comprehensive plan on 12A and 12B. The procedures include a public awareness campaign, documentation, child count and screening activities.

The school district has an identified system for receiving and documenting referrals. File reviews show that referrals were documented in every file. All information received pertaining to a child is discussed with their parents. The district meets the needs of all students through the referral process.

### **Needs improvement**

The steering committee concluded it would be beneficial for teachers to receive a copy of their students IEPs and that paraprofessionals receive annual training and annual performance evaluations.

## **Validation Results**

### **Promising practice**

The monitoring team could not validate participation of district the in the data retreats, analysis of district data or the use of the accelerated reader and success maker as areas of promising practice for the district.

### **Meets requirements**

The monitoring team agrees with all areas identified as meeting requirements under free appropriate public education (FAPE) as concluded by the steering committee.

Through interview, general education staff stated they receive copies of the goal pages and modifications required for students in their classrooms. This information is provided prior to the start of school and during the IEP, therefore, the team considers this issue as meeting requirements.

### **Needs improvement**

Through interview, the monitoring team agreed that paraprofessionals are supervised by certified staff and meet regularly to brainstorm strategies to meet student needs. However they need to receive annual training and performance evaluations.

## **Principle 2 – Free Appropriate Public Education**

All eligible children with disabilities are entitled to a free appropriate public education (FAPE) in the least restrictive environment. The specific areas addressed in principle two are the provision of FAPE to children residing in group homes, foster homes, or institutions, making FAPE available when a child

reaches his/her 3<sup>rd</sup> birthday and providing FAPE to eligible children with disabilities who have been suspended or expelled from school for more than 10 cumulative days.

### **Steering Committee Self-Assessment Summary**

Data sources used:

- State Tables C,E,F,K, L, M, N
- Age at referral
- Number of students screened
- Personnel development education
- Preschool age
- School age
- Personnel training
- Budget information
- Comprehensive plan
- Surveys

#### **Meets requirements**

The steering committee concluded the district provides FAPE for children birth through 21 as determined by their IFSP and IEP. The district follows state and federal regulations to ensure FAPE for all students.

Current practices and past reviews from the state and federal special education monitoring demonstrate the school district provides FAPE for all children with disabilities.

### **Validation Results**

#### **Meets requirements**

The monitoring team agrees with all areas identified as meeting requirement under free appropriate public education as concluded by the steering committee.

## **Principle 3 – Appropriate Evaluation**

A comprehensive evaluation is conducted by a team of knowledgeable staff, which also includes parental input. A valid and reliable evaluation will result in effective individualized education programs for eligible students. The specific areas addressed in principle three are written notice and consent for evaluation, evaluation procedures and instruments, eligibility determination, reevaluation and continuing eligibility.

### **Steering Committee Self-Assessment Summary**

Data sources used:

- State tables G,H,I,J
- Teacher file reviews
- Surveys
- Comprehensive plan
- Parent teacher report forms
- Initial referral

#### **Meets requirements**

The steering committee concluded written prior notice/consent is obtained from parents for evaluation and transition evaluations are conducted prior to a student turning age 16.

The district evaluation team is comprised of 2 or more individuals. Areas to be evaluated are determined by a “team” of people including the referring person, special education teacher, school psychologist, administrator and input from the parents.

Functional evaluation data is available in a written report for students in all areas of suspected disability. Evaluation results are explained to parents, they receive copies of all evaluation reports and a multidisciplinary team report is available for all students with learning disabilities. Reevaluations are conducted to determine continued eligibility and services to meet the student’s educational needs.

## **Validation Results**

### **Meets requirements**

The monitoring team agrees with all areas identified as meeting requirement under appropriate evaluation as concluded by the steering committee.

### **Out of compliance**

#### **ARSD 24:05:30:04 Prior notice and parent consent**

Informed parental consent must be obtained before conducting a first-time evaluation, reevaluation, and before initial placement of a child in a program providing special education or special education and related services. Parental consent is not required before:

- (1) Reviewing existing data as part of an evaluation or reevaluation; or
- (2) Administering a test or other evaluation that is administered to all children unless, before administration of that test or evaluation, consent is required of parents of all children.

#### **24:05:25:04 Evaluation procedures**

School districts shall ensure, at a minimum, that evaluation procedures include the following:

- (7) The child is assessed in all areas related to the suspected disability, including, as applicable, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities;

Through a review of student records, assessments were administered for two students that were not included on the prior notice/consent signed by the parents. For example, an adaptive behavior evaluation was administered for a student without parent consent. In one file reviewed, all evaluations on the prior notice were not administered. For example, consent was provided to administer an articulation evaluation and it was not conducted.

## **Principle 4 – Procedural Safeguards**

Parents of children with disabilities have certain rights available. The school makes parents aware of these rights and makes sure they are understood. The specific areas addressed in principle four are adult student/transfer of rights, content of rights, consent, written notice, confidentiality and access to records, independent educational evaluation (IEE), complaint procedures, and due process hearings.

### **Steering Committee Self-Assessment Summary**

Data sources used:

- State Table L and M
- Teacher file reviews
- Surveys
- Comprehensive plan

- Parental right document
- Consent and prior notice forms
- Public awareness information
- FERPA disclosure

### **Meets requirements**

The steering committee concluded the district data confirms parents are notified of their rights and that consent is obtained for all placements made by the school district. District procedures address due process and complaint procedures. The district's policies and procedures provide parents the opportunity to inspect and review all educational records concerning their child in the provision of FAPE.

District policy addresses the selection, training and administrative considerations regarding the appointment of a surrogate parent for a child with disabilities. A list of individuals who would serve as a surrogate parent if needed is available in the district.

## **Validation Results**

### **Meets requirements**

The steering committee concluded parents of students with disabilities have all rights explained to them. The district adheres to all regulations for procedural safeguards.

## **Principle 5 – Individualized Education Program**

The Individualized Education Program (IEP) is a written document for a child with a disability that is developed, reviewed and revised by the IEP team, which includes the parent. The specific areas addressed in principle five are IEP team, IEP content, transition components for secondary IEPs, annual reviews, transition from early intervention program, and IEP related issues.

## **Steering Committee Self-Assessment Summary**

Data sources used:

- Parent surveys
- Student surveys
- Comprehensive plan
- Teacher file reviews
- Personnel training
- Budget information

### **Meets Requirements:**

The steering committee concluded the prior notice document used by the district has all the required content. The district invites and encourages parent participation at all meeting. The required team members were present at all IEP meeting and services began immediately after the team met.

The district consistently meets the timelines for evaluation and annual IEP meetings. Annual goals link to the present levels of performance and the student's participation in state and/or district wide assessments, with or without modifications, is addressed in the IEP. The district consistently includes the beginning date of service, duration of service, transition services, transfer of rights and graduation requirements. The district comprehensive plan has procedures in place to address the transition of children to the Part B program.

### **Out of Compliance**

The steering committee concluded present levels of performance need to consistently include the student's strengths, weakness and the student's involvement in the general curriculum in each area affected by the disability. Progress reports were not completed in 11 of the 18 files reviewed by the district.

### **Validation Results**

#### **Meets requirements**

The monitoring team agrees with all areas identified as meeting requirements under individual education program as concluded by the steering committee.

Through interview and a review of all current student information, present levels of performance consistently included the student's strengths, needs and their involvement in the general curriculum in each area of disability. Progress reports were present in 100% of files reviewed therefore, the team considers these issue as meeting requirements.

### **Principle 6 – Least Restrictive Environment**

After the IEP is developed or reviewed, the IEP team must decide where the IEP services are to be provided. Consideration begins in the general education classroom for school age students. The specific areas addressed in principle six are placement decisions, consent for initial placement, least restrictive environment procedures, preschool children, and LRE related issues.

### **Steering Committee Self-Assessment Summary**

Data sources used:

- State tables E,G,I,J,F and N
- File reviews
- Surveys

#### **Meets Requirements**

The steering committee concluded student's special education programs (goals and objectives) were developed prior to determining placement on the continuum of least restrictive environments.

The districts comprehensive plan provides procedures for determining placement options using the continuum of alternative placements.

### **Validation Results**

#### **Meets Requirements**

The monitoring team agrees with all areas identified as meeting requirements under least restrictive environment as concluded by the steering committee.